

Selected North Carolina Standards that May Be Addressed by History Day

Social Studies

6th grade

- 6.H.1: Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.
- 6.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time.
- 6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

7th grade

- 7.H.1: Use historical thinking to analyze various modern societies.
- 7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.
- 7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8th grade

- 8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.
- 8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.
- 8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.1.5 Analyze the relationship between historical context and decision-making.

World history

- W.H.H.1: Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.
- WH.H.1.1 Use Chronological thinking to:
1. Identify the structure of a historical narrative or story: (its beginning, middle and end).
 2. Interpret data presented in time lines and create time lines.
- WH.H.1.2 Use Historical Comprehension to:
1. Reconstruct the literal meaning of a historical passage.
 2. Differentiate between historical facts and historical interpretations.
 3. Analyze data in historical maps.
 4. Analyze visual, literary and musical sources.
- WH.H.1.3 Use Historical Analysis and Interpretation to:
1. Identify issues and problems in the past.
 2. Consider multiple perspectives of various peoples in the past.
 3. Analyze cause-and-effect relationships and multiple causations.
 4. Evaluate competing historical narratives and debates among historians.
 5. Evaluate the influence of the past on contemporary issues.
- WH.H.1.4 Use Historical Research to:
1. Formulate historical questions.
 2. Obtain historical data from a variety of sources.

3. Support interpretations with historical evidence.
4. Construct analytical essays using historical evidence to support arguments.

American history

AH1.H.1: Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH1.H.1.1

Use Chronological thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end).
2. Interpret data presented in time lines and create time lines.

AH1.H.1.2

Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage.
2. Differentiate between historical facts and historical interpretations.
3. Analyze data in historical maps.
4. Analyze visual,

AH2.H.1:

Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.1.1

Use Chronological thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in timelines and create timelines.

AH2.H.1.2

Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage.
2. Differentiate between historical facts and historical interpretations.
3. Analyze data in historical maps.
4. Analyze visual, literary and musical sources.

AH2.H.1.3

Use Historical Analysis and Interpretation to:

1. Identify issues and problems of the past.
2. Consider multiple perspectives of various peoples of the past.
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

AH2.H.1.4

Use Historical Research to:

1. Formulate historical questions.
2. Obtain historical data from a variety of sources.
3. Support interpretations with historical evidence.
4. Construct analytical essays using historical evidence to support arguments.

English Language Arts

For All Grades

CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Information and Technology Essential Standards

For Grades 6-8

6.SI.1	Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.
6.TT.1	Use technology and other resources for the purpose of accessing, organizing, and sharing information.
6.RP.1	Apply a research process for collaborative or individual research.
7.SI.1	Evaluate information resources based on specified criteria.
7.RP.1	Apply a research process to complete given tasks.
7.SE.1	Apply responsible behaviors when using information and technology resources.
8.SI.1	Evaluate information resources based on specified criteria.
8.TT.1	Use technology and other resources for assigned tasks.
8.RP.1	Apply a research process to complete project-based activities.

For Grades 9-12

HS.SI.1.1	Evaluate resources for reliability.
HS.SI.1.2	Evaluate resources for point of view, bias, values, or intent of information.
HS.TT.1	Use technology and other resources for assigned tasks.
HS.TT.1.1	Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).
HS.TT.1.3	Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

Arts Education: Theater Arts

For all levels (6, 7, 8, B, I, P)

C.1	Use movement, voice, and writing to communicate ideas and feelings.
C.2	Use performance to communicate ideas and feelings.
AE.1	Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound